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ABSTRACT

The well-being of parents and children and the quality of the parent-child relationship during divorce deserve attention. This study examined the relationship between aspects of parent-child relationships and the well-being of parents during marital separation and investigated the effects of a 5-week community-based educational intervention for divorcing parents on parent-child relations and parental well-being. A pre-post, treatment-control research design was used. A questionnaire assessing parental well-being and parent-child characteristics was completed by 122 treatment parents who participated in the intervention and 81 control parents who did not. A follow-up questionnaire was completed one month after the workshop intervention. The results revealed that three of the five indicators of parental well-being could be explained by selected characteristics of the parent-child relationship. Self-esteem and life satisfaction during marital separation seemed somewhat dependent on the parent's perception of direct involvement with the child, companionship, and parent-child communication. The level of psychosomatic symptomatology was correlated negatively with child compliance and positively with the use of coercive control attempts. No significant differences were found between treatment and control subjects on the measures of well-being. The findings provide some direction for future intervention with divorcing parents. (NB)

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Parents' Well-Being And Parent-Child Relationships Following Marital Separation

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PARENTS' WELL-BEING AND PARENT-CHILD RELATIONSHIPS

In 1987, 20.1 % of the families in the United States were headed by single parents (Bureau of the Census, 1987). Furthermore, approximately 40% of the children under 18 years of age experience the divorce of their parents (Norton & Glick, 1986). The psychosocial well-being of parents and children and the quality of parent-child relationships during divorce deserve scholarly and community attention because of the intense nature and frequent occurrence of this experience.

Within this area, a common focus of scholarship has been the relationship between parenting and children's well-being following marital separation (Hess & Camera, 1979; Hetherington, Cox, & Cox, 1982; Hodges, Buchsbaum, & Tierney, 1983; Jacobson, 1978; Santrock & Warshak, 1979; Wallerstein & Kelly, 1980). In general, researchers have found that components of parental support, such as warmth, companionship, and enjoyment with the child are related positively to children's well-being following divorce (Hess & Camera, 1979; Hetherington et al., 1982; Hodges et al., 1983; Warshak & Santrock, 1983). In addition to support, the level of direct parental involvement with the child may be related to children's well-being post separation (Ahrons, 1983). Researchers also have reported that authoritative control by parents and the infrequent use of coercive control attempts are related to higher levels of children's well-being post divorce (Hetherington et al., 1982; Warshak & Santrock, 1983).

It is important to note, however, that with the exception of that reported by Hetherington and associates, the research on parenting and children's well-being has been based on cross sectional and correlational data. However, the results often are interpreted as the effects of parenting on children's well-being post separation, infering a causal relationship. Although the relationship between parenting and parent's well-being has received little attention,

interest in the causality of this relationship primarily has been the reverse of the children's well-being literature. Most scholars who have addressed parenting and parent's well-being have been interested in the effects of well-being and stress on various parenting behaviors or styles (Belsky, 1984; Hetherington et al., 1982).

Regardless of the issue of causality, there is some evidence that mother's psychosocial well-being may be related to overinvolvement with her children post divorce and father's well-being to his underinvolvement. Mothers with sole custody have reported higher levels of anxiety than noncustodial mothers (Probst, Pardington, Ostrom, & Watkins, 1986) and those who spend more time with their children have reported lower levels of well-being than those who spend less time (Spanier & Thompson, 1984). On the other hand, many noncustodial fathers have reported strong feelings of loss related to their children and have exhibited higher levels of depression and anxiety than custodial fathers (Buehler, Hogan, Robinson, & Levy, 1985/86; Hetherington et al., 1982; Rothberg, 1983; Stewart, Schwebal, & Fine, 1986).

In addition, parenting has been reported by both mothers and fathers as the most important aspect of life following separation and remains an important part of the identity of both custodial and noncustodial parents (Buehler, in press; Rothberg, 1983). Given this strong identification with the parenting role by most parents post divorce, it is not surprising that some researchers have reported that quality parenting styles and perceived closeness with children are correlated with higher levels of parental well-being post divorce. The recent interest in the relationship between parent-child relations and parents' well-being has not been limited to divorcing families. Using similar measures of parental well-being, Silverberg and Steinberg (1987) recently found that mother-adolescent daughter conflict was related to lower life satisfaction and self-

esteem, as well as more psychological symptoms. Thus, the relationship between parent-child variables and parents' well-being during the divorce transition needs to be further examined, taking into consideration several indicators of parental support and control, children's compliance, and parental well-being, and conceptualizing well-being as the dependent variable rather than parenting.

A major purpose of this study, therefore, was to examine this relationship for both mothers and fathers soon following marital separation. Most of the previous research has been based on data collected after the final divorce decree. One of the contributions of the current study is that parents were surveyed during the separation, within a few months after filing for divorce. Thus, it was possible to learn more about parent-child relationships and parents' well-being early in the divorce transition.

This study is part of a larger project that involves evaluating the effectiveness of a 5-week community based, educational intervention for divorcing parents. Several scholars have suggested that divorcing parents should solicit support to help restructure and fulfill their parenting responsibilities (Ferreiro, Warren, & Konanc, 1986; Granvold & Welch, 1977; Johnson, 1986). Parents who participate in a program for divorcing parents have the opportunity to learn strategies for coping with divorce-related changes and to learn techniques for establishing mutually supportive relationships with their former spouses and strong relationships with their children. They also are exposed to a variety of sources of social support. It is expected, therefore, that adults who participate in a program for divorcing parents will report more positive and less traumatic experiences during the divorce transition than those who do not attend the workshop.

However, the effect of educational intervention on parent-child relations and parents' well-being during the divorce transition has received minimal

empirical attention. Because a paucity of evaluation research exists, it is unclear whether an educational experience will facilitate the stabilizing or strengthening of family members' well-being and parent-child relationships. The study will remedy this deficit by providing a systematic evaluation of a community-based, educational program for divorcing parents.

In sum, the purposes of this paper were to: (a) examine the relationship between various aspects of parent-child relationships and the well-being of mothers and fathers during marital separation, conceptualizing well-being as the dependent construct, and (b) to examine the effects of a 5-week community based, educational intervention for divorcing parents on parent-child relations and parent's well-being.

Methods

Research Design and Sampling

For the past three years a 5-week, 10-hour educational workshop for divorcing parents has been offered by a nonprofit community service agency in a Southeastern city of 200,000 people. The weekly, 2-hour sessions focus on the individual well-being of parents, grief and loss, the positive aspects of change, the developmental aspects of children's reactions to marital separation, factors that seem to effect children's well-being, the legal aspects of custody, visitation, and support, and on developing effective communication and conflict management skills for redefining the former spouse relationship and dealing with attorneys. Two concurrent groups are held on Monday and Tuesday evenings to keep group size small and to avoid having spouses in the same session. The local family court judge has strongly supported the program. One of the purposes of this study was to evaluate the effectiveness of this program and to provide data for program improvement.

A pre-post, treatment-control research design was used. Although sampling

was conducted using court records, random assignment to the workshop was not used because of legal and ethical constraints. All divorcing parents were sent a letter by the judge requesting that they attend the workshop. Those who attended the meetings were considered the treatment group and those who chose not to attend the workshop but agreed to participate in the research project were considered the control group.

A 12-page questionnaire was administered using Dillman's Total Design methodology (1978). This included mailing the questionnaire to the nonrespondents three times at designated intervals.[1] Questionnaires were sent to 867 separated parents. Of these 867, 101 (17%) of the questionnaires were nondeliverable and 247 of the parents completed and returned the questionnaires. Thus, the response rate of those parents who saw the questionnaire and were given the opportunity to participate in the research project was 32%. Of these 247 parents, 203 had a child who was between the ages of 3 and 18 and therefore were included in the sample for this study. There were 122 workshop (treatment) and 81 control parents.

The questionnaire was mailed 10 days before the beginning of the workshop. A follow-up questionnaire was mailed one month following the end of the workshop. Thus, there were about 10 weeks between the pre (T_1) and post (T_2) assessments. The post assessment was delayed to give the nonresidential parents some time to "practice" their new knowledge with their children. Eighty-five parents completed the follow-up questionnaire.

Sample characteristics. There were 128 mothers and 76 fathers in the subsample for this study. In terms of living arrangements for the children, 85% of the mothers and 27% of the fathers had their children living with them.

Although court records were used to identify the sample, this was predominantly a white, middle-class group of parents. About 52% of the mothers

and 32% of the fathers had stopped their formal education after completing high school. About 28% of the parents had completed some college. Most of the these parents were employed--83% of the mothers and 90% of the fathers. The median numbers of hours worked per week was 40. The modal occupational status for mothers was clerical/sales and for fathers was professional. Median net monthly income was $1,000 for mothers and $1,200 for fathers. Most of the parents defined their economic situations as "struggling" and "doing okay."

The mean age was 32 for mothers and 34 for fathers. The median length of marriage was 10 years. About 56% of the mothers and 66% of the fathers had been separated for 6 months or less (mothers' $\underline{M}$ = 9.08; fathers' $\underline{M}$ = 8.00). About 85% of these parents had either 1 or 2 children. Target children in multiple-child families were randomly selected so that parental responses were unique to a particular child. There were 74 children between the ages of 3 and 5, 91 children between 6 and 12, and 38 children between 13 and 18. There were 110 sons and 94 daughters.

Measures

Parents' well-being. Based on Spanier and Thompson's (1984) research, five measures of psychosocial well-being were used. Cantril's (1965) self-anchoring ladder asks parents to consider their best possible life (10 on the ladder) and their worst possible life (1). Using this set of anchors, respondents were asked to mark their position on the ladder. Affect was assessed with the Bradburn and Caplovitz Affect Scale (1969). The eleven items of this scale were averaged so that a 1 indicated negative and a 4 indicated positive affect. Cronbach's alpha was 0.84 for fathers and 0.85 for mothers. Self-esteem was assessed using Rosenberg's scale (1965). The scale items were reversed such that a 1 indicated low and a 4 indicated high self-esteem. Cronbach's alpha was 0.88 for fathers and 0.81 for mothers. Life satisfaction was measured by five

items with scale responses ranging from not satisfied (1) to extremely satisfied (3). Cronbach's alpha was 0.74 for fathers and 0.67 for mothers. Respondents were asked to report whether they had had any of nine psychosomatic symptoms within the past month. The responses were summed into a scale that ranged from one to nine.

Parent-child characteristics. There were seven measures of parental support and involvement. Direct involvement was measured using Ahrons (1983) parental involvement scale. Parents were asked to record their amount of involvement with the children in 10 activities such as running errands, attending important functions, discussing problems, and preparing meals. The scale ranged from low (1) to high (5) involvement. Cronbach's alpha was 0.88 for mothers and 0.93 for fathers. The measure of the amount of time spent with the child was adapted from Hodges et al. (1983). Parents were asked to calculate the number of 15 minute time blocks of undivided attention they spent with the child on an average day. The next five measures were taken from Berg & Kurdek's (1983) Parent Separation Inventory. Companionship was measured by the following question "How often do you and your child have a good time together?". The scale ranged from never (1) to always (5). General communication was measured by the question "How often does your child tell you about his/her day?". The child's attitude concerning visitation was measured by the question "Which most closely describes the child before visitation?". Scale responses ranged from "seems to look forward to it" (1) to "refuses to go at times" (4). The visitation frequency scale ranged from never (1) to daily (7). The duration of visitation scale ranged from a few minutes (1) to a week or more (7).

Three measures of parental control were used, resulting in five variables. The measure of parental control attempts was developed for this study using the several discussions parenting techniques (Peterson & Rollins, in press; Rollins

& Thomas, 1979). Parents were asked to read through a list of 11 behaviors and circle those that they had used in the past week at least several times when disciplining their child. Distancing control attempts included taking away privileges, sending to room, ignoring the child, and using Time Out or a similar technique. Coercive control attempts included yelling at him/her, making threats, and spanking or hitting. Reward control attempts included rewarding and praising. The consistency of control attempts was measured by the question "When your child misbehaves, how often do you discipline him/her?" Responses ranged from never (1) to always (5). Perceived compliance was measured by asking the parents to record the number of times they have to ask their child to do something before s/he will do it. The scale ranged from low (1) to high (4) compliance.

Three aspects of communication with the child about the separation were assessed (Berg & Kurdek, 1983). Frequency was measured by the question "How often have you and your child talked about his/her feelings concerning the divorce?" Responses ranged from never (1) to always (5). The content of the discussions was assessed by yes and no responses to six different messages such as "the separation was not because of anything s/he did or said", "I still loved him/her", "s/he will still be able to see the other parent', and "I will still take care of him/her". These items reflect common concerns of children experiencing the separation of their parents. The responses to these six items were summed so that a high score indicated several items were discussed. Within the social support literature, range is defined as the size of the network (McLanahan, 1981). For this study, range is the sum of the number of sources of support the child has with whom s/he can discuss the separation. Sources included grandparents, child's friends, siblings, coaches, neighbors, etc. Scores could range from 0 to 10.

Results

The first objective of this study was to examine the effect of the intervention program and sex of parent on indicators of well-being. In general, both mothers and fathers reported moderate levels of psychosocial well-being several months after separating. It was interesting that although self-esteem and affect were highly correlated, the scores for esteem were consistently higher than those for affect (see Table 1). It was hypothesized that treatment parents would have greater levels of well-being than control parents at Time 2. This hypothesis was tested using a two-way ANOVA, with sex of parent and treatment group as the factors at Time 1 and a two-way ANOCOVA with pre scores entered as the covariate at Time 2. There were no significant treatment effects and only one sex effect; mothers had higher levels of symptomology than fathers at Time 1.

Insert Table 1 about here

The second objective of the study was to examine the effects of the intervention program and sex of parent on characteristics of the parent-child relationship (see Table 2). As with the analysis of parents' well-being, ANOCOVA was used. Age of child also was entered as a covariate to control for differences in the way parents interact with children of various ages. At Time 1, mothers reported greater involvement, general communication, and more distancing, coercive, and reward control attempts than fathers. Fathers reported greater compliance from their children. Differences remained at Time 2 for general communication, and distancing and coercive controlling. In addition, mothers reported greater companionship with their children than fathers at Time 2.

Insert Table 2 about here

Five variables showed treatment effects. At Time 1, parents in the treatment group reported more frequent visitation, and fewer distancing and coercive control attempts than control parents. At Time 2, treatment parents reported discussing the separation with their children more frequently and used reward control attempts less frequently than control parents.

The third objective was to compare the Time 1 and 2 scores for each indicator of parents' well-being and parent-child relations, regardless of treatment status. Paired t-tests were used to control for autocorrelated error and the analyses were conducted separately for mothers and fathers (see Table 3). For mothers, most of the changes during the 10 week time period occurred in their well-being rather than parent-child relationship. At Time 2, mothers reported more positive affect, greater self-esteem, and fewer psychosomatic symptoms than at Time 1. They also reported using fewer reward control attempts at Time 2 than Time 1. Fathers experienced changes only in well-being, not in the parent-child relationship. They reported a better overall life, ~~more positive affect,~~ and fewer symptoms at Time 2 than Time 1.

Insert Table 3 about here

The last objective of this study was to examine the relationship between indicators of the parent-child relationship and parental well-being, using indicators of well-being as the dependent variables. Multivariate regression was used to take into account multiple dependent variables. Nine indicators of the parent-child relationship were included in the empirical model. Four indicators of parental support were used: direct involvement, companionship,

general communication, and time spent with the child. The three types of control attempts were included: coercive, distancing, and reward. In addition, perceived compliance and sex of parent were included.

The overall model was significant (Approx. $F = 1.53$, $df = 45,970$, $p = .02$). Three of the dependent variables were significant--self esteem, life satisfaction, and psychosomatic symptomology (see Table 4). Using a probability criterion of 0.10, direct involvement, companionship, and perceived compliance were related positively to self-esteem. Companionship and general communication were positively related to life satisfaction. Finally, the use of coercive control attempts was related positively and compliance negatively to symptomology. These indicators of parent-child relations explained between nine and twelve percent of the variance in the dependent variables.

Insert Table 4 about here

Discussion

Three of the five indicators of parental well-being used in this study could be explained by selected characteristics of the parent-child relationship. Self-esteem and life satisfaction during marital separation seem to be somewhat dependent on the parent's perception of regular involvement in several areas of the child's life, having "good times" together, and having the child frequently share the details of his/her day with the parent. Parents may feel more competent in their parenting when these characteristics of the parent-child relationship are present. These indicators of positive involvement between parents and children may help bolster self-esteem for those parents who value the parenting role and help improve overall life satisfaction. This may be particularly salient during marital separation when, an other important familial relationship (spousal) has deteriorated.

The third significant dependent variable was psychosomatic symptomology. The level of symptoms was correlated negatively with child compliance and positively with the use of coercive control attempts. The coupling of coercion and noncompliance supports Hetherington et al.'s (1982) findings of what they coined as an "aggravation cycle." The findings from this study also show that this is a stressful situation and that some parents may manifest psychosomatic symptoms as a result.

These five indicators of the parent-child relationship--involvement, companionship, communication, compliance, and coercion--helped explain about 10% of the variance in self-esteem, satisfaction, and symptomology. This finding corresponds with that reported by Silverberg and Steinberg (1987), in that they reported zero-order correlations between parent-adolescent conflict and parental well-being in the low .30s. This is a small, but rather stable and important part of the variance in parental well-being.

A major focus of this study was to examine the effects of a community-based, educationally-oriented intervention program on parents' well-being and parenting. There were no differences between treatment and control parents on the measures of well-being. The only difference on parent-child characteristics was that treatment parents discussed the separation with their children more frequently than did control parents. Thus, the intervention program had few measureable effects on parental well-being over a 10-week period. It may be that more time was needed for treatment effects to emerge. A one year follow-up would provide more decisive information.

In addition to treatment effects, sex of parent effects were examined. Mothers and fathers reported similar levels of well-being, except that mothers reported higher levels of symptomology than did fathers. In terms of parent-

child characteristics, mothers reported greater involvement and greater use of all types of control attempts than fathers, whereas fathers reported greater compliance by children than did mothers. The differences reported here may be due, in part, to residential status. More mothers than fathers were living with their children and, thus, would be more involved and have more "opportunities" to discipline. However, Hetherington et al. (1982) reported that two months post divorce mothers were more coercive with children than were fathers and that children acted out less and complied more with their fathers than with their mothers. The findings from this group of parents supported this scenerio, even when the age of child was controlled (Hetherington studied preschoolers only). Thus, both residential status and parenting styles may be important factors.

A final objective of this study was to learn more about "transition effects" by assessing parental well-being and parent-child characteristics at two points in time during marital separation. The assessments were 10 weeks apart. There were no differences between the Time 1 and Time 2 measures of parent-child relations, indicating that this relationship was fairly stable during the middle stages of the separation. However, there were changes in parental well-being. Both mothers and fathers reported more positive affect and fewer symptoms at Time 2 than Time 1. Thus, within this 10 week period, parents had begun to feel better about themselves and their lives.

The findings from this study provide some direction for future intervention with divorcing parents. They need to hear about two specific aspects of effective parenting--the importance of increasing the companionship aspect of their relationship with their children and the importance of gaining compliance in a noncoercive manner. Following a discussion of the importance of these two parenting practices, specific examples of companionate behaviors or activities and effective methods of gaining compliance need to be given by the instructor

and/or generated from the group. Then, it would be helpful if parents kept diaries for several weeks in which they recorded their experiences with their children. This should include a record of "good times" with the children, of aversive times, of control attempts used by the parent and the effectiveness of these attempts, and of other situations in which the parent tried to "shape" the child in some way. It would be helpful for the parent to record the situation in behavioral terms and then to record how they felt about the particular experience. This task could accomplish three objectives. It could help parents improve their parenting skills during and following the divorce transition. It could help parents become more "child-focused" rather than "spouse-focused" during the marital separation, which is an important divorce-related developmental task. And third, it could help improve program effectiveness by adding a practice or homework component onto the didactic component of the program.

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Footnote

[1]Because funds were limited, only 1 mailing was done for the first set of control parents. The response rate was very low and additional funds were raised so that 3 mailings could be done with the second set of control parents. The response rate for this group was higher, supporting Dillman's (1978) recommendation of three mailings.

Table 1

Measures of Parents' Well-Being: Comparisions of Mothers, Fathers, Treatment and Control Parents

Measure	Mothers Mean (sd)	Fathers Mean (SD)	Treatment Mean (SD)	Control Mean (SD)	Main Effects F Sex	Main Effects F Treatment	Interaction F
T_1 Cantril present	5.49 (1.78)	5.01 (1.06)	5.31 (1.80)	5.31 (2.05)	2.98	0.00	0.91
T_2 Cantril present	6.02 (1.54)	5.92 (2.02)	5.86 (1.91)	6.20 (1.42)	1.39	0.54	0.05
T_1 Affect	2.66 (0.60)	2.68 (0.59)	2.68 (0.60)	2.67 (0.60)	0.04	0.01	4.48*
T_2 Affect	2.85 (0.57)	2.72 (0.51)	2.76 (0.55)	2.87 (0.54)	0.91	1.31	0.63
T_1 Self-esteem	3.29 (0.48)	3.35 (0.59)	3.33 (0.53)	3.28 (0.52)	0.65	0.39	3.75*
T_2 Self-esteem	3.45 (0.41)	3.30 (0.55)	3.39 (0.49)	3.37 (0.48)	3.29	0.05	0.00
T_1 Life satisfaction	2.22 (0.45)	2.23 (0.50)	2.24 (0.44)	2.20 (0.50)	0.03	0.30	0.33
T_2 Life satisfaction	2.21 (0.48)	2.14 (0.46)	2.15 (0.47)	2.25 (0.48)	0.45	0.77	0.05
T_1 Psychosomatic symptoms	4.50 (1.87)	3.71 (2.04)	3.95 (1.90)	4.27 (2.01)	4.27*	1.18	0.38
T_2 Psychosomatic symptoms	3.45 (1.86)	3.40 (2.16)	3.52 (2.03)	3.24 (1.94)	0.07	2.20	0.90

Note. T_1 sample size was 204. T_2 sample size was 85. There were 128 mothers, 76 fathers, 121 treatment parents, and 83 control parents at T_1. There were 47 mothers, 38 fathers, 56 treatment parents, and 29 control parents at T_2. ANOVA was used for T_1 data with T_1 scores entered as a covariate.

* $p < .05$.

Table 2

Measures of Parent-Child Relations: Comparisons of Mothers, Fathers, Treatment, and Control Parents

Interaction Measure	Mothers Mean (SD)	Fathers Mean (SD)	Treatment Mean (SD)	Control Mean (SD)	Main Effects F Sex	Main Effects F Treatment	Interaction F
T_1 Direct involvement	4.04 (0.71)	3.59 (1.00)	4.16 (0.95)	4.02 (0.88)	45.36*	1.83	1.03
T_2 Direct involvement	4.57 (0.53)	3.58 (1.06)	4.24 (0.90)	3.90 (1.00)	3.25	1.31	0.02
T_1 Companionship	4.09 (0.70)	4.04 (0.76)	4.08 (0.76)	4.06 (0.67)	0.06	0.00	4.64
T_2 Companionship	4.20 (0.61)	3.89 (1.01)	4.06 (0.84)	4.07 (0.80)	16.45*	0.01	0.15
T_1 General communication	3.98 (0.87)	3.66 (0.88)	3.77 (0.93)	3.98 (0.81)	5.84*	2.66	0.12
T_2 General communication	4.33 (0.59)	3.43 (1.03)	3.84 (0.90)	4.10 (0.98)	14.58*	1.14	0.05
T_1 Time spent with child	7.64 (7.07)	6.00 (6.26)	6.84 (7.00)	7.31 (6.55)	2.53	0.22	1.29
T_2 Time spent with child	7.25 (6.33)	7.24 (9.24)	6.98 (8.00)	8.97 (9.31)	0.15	1.23	0.09
T_1 Visitation frequency	4.62 (1.61)	4.89 (1.49)	4.93 (1.40)	4.42 (1.76)	1.09	5.13*	0.17
T_2 Visitation frequency	4.66 (1.55)	4.37 (1.72)	4.66 (1.47)	4.28 (1.89)	3.15	0.00	1.02
T_1 Visitation duration	3.71 (1.60)	4.03 (1.64)	3.76 (1.59)	3.94 (1.66)	2.31	0.89	2.48
T_2 Visitation duration	3.80 (1.50)	4.32 (1.93)	4.06 (1.72)	3.99 (1.73)	2.78	1.30	0.49
T_1 Attitude re visitation	1.58 (0.79)	1.46 (0.78)	1.53 (0.73)	1.55 (0.87)	1.46	0.00	0.34
T_2 Attitude re visitation	1.71 (0.74)	1.64 (0.91)	1.73 (0.82)	1.58 (0.82)	0.05	1.52	1.98
T_1 Distance control attempts	1.21 (1.03)	0.42 (0.69)	0.80 (0.91)	1.08 (1.09)	35.48*	4.88*	0.76
T_2 Distance control attempts	1.29 (1.15)	0.31 (0.59)	0.72 (0.87)	1.10 (1.34)	3.67*	1.02	0.01

Table 2 Continued

T_1 Coercive control attempts	1.14 (1.01)	0.51 (0.75)	1.78 (0.88)	1.09 (1.06)	21.11*	5.76*	4.57*
T_2 Coercive control attempts	1.04 (1.02)	0.31 (0.63)	0.64 (0.90)	0.86 (1.02)	1.73*	1.82	0.62
T_1 Reward control attempts	1.08 (0.85)	0.49 (0.67)	0.86 (0.83)	0.86 (0.86)	26.76*	0.06	0.02
T_2 Reward control attempts	0.96 (0.88)	0.56 (0.73)	0.65 (0.81)	1.02 (0.86)	1.36	5.25*	0.69
T_1 Consistency of control attempts	3.73 (0.90)	3.54 (0.94)	3.69 (0.90)	3.64 (0.95)	1.94	0.07	0.02
T_2 Consistency of control attempts	3.93 (0.76)	3.34 (0.93)	3.59 (0.92)	3.83 (0.80)	4.50	2.39	0.04
T_1 Percieved compliance	2.99 (0.69)	3.32 (0.67)	3.10 (0.72)	3.13 (0.68)	10.71*	0.19	0.00
T_2 Perceived compliance	3.09 (0.58)	3.17 (0.55)	3.13 (0.57)	3.11 (0.56)	0.29	0.42	0.02
Communication re separation							
T_1 Frequency	3.29 (0.90)	2.89 (1.00)	3.14 (0.91)	3.14 (1.03)	9.45*	0.08	3.33
T_2 Frequency	3.23 (0.95)	2.60 (0.78)	3.06 (0.86)	2.72 (1.03)	5.51*	3.99*	0.02
T_1 Content	4.01 (0.75)	3.92 (0.99)	3.98 (0.87)	3.96 (0.82)	0.68	0.07	0.16
T_2 Content	3.96 (0.72)	4.03 (1.10)	3.98 (0.82)	4.00 (1.07)	0.51	0.03	0.49
T_1 Range of people	2.58 (1.56)	2.27 (1.58)	2.29 (1.43)	2.71 (1.73)	2.51	2.97	0.33
T_2 Range of people	2.31 (1.31)	2.16 (1.52)	2.23 (1.37)	2.26 (1.48)	0.44	0.07	1.38

Note. T_1 sample size was 204. T_2 sample size was 85. There were 128 mothers, 76 fathers, 121 treatment parents, and 83 control parents at T_1. There were 47 mothers, 38 fathers, 56 treatment parents, and 29 control parents at T_2. ANOCOVA was used for T_1 data with age of child entered as a covariate. ANOCOVA was used for T_2 data with T_1 scores and age of child entered as a covariate.

*$p < .05$.

Table 3

Comparison of T_1 and T_2 Measures of Parents' Well-Being and Parent-Child Relationships

Measure	Mothers (n=47)			Fathers (n=38)		
	T_1 Mean (SD)	T_2 Mean (SD)	Paired t	T_1 Mean (SD)	T_2 Mean (SD)	Paired t
Parents' well-being						
Cantril ladder	5.76 (1.63)	6.02 (1.54)	-1.05	4.76 (2.19)	5.92 (2.02)	-4.10*
Affect	2.69 (0.56)	2.85 (0.57)	-2.18*	2.63 (0.60)	2.72 (0.51)	-1.20
Self-esteem	3.33 (0.45)	3.45 (0.41)	-2.57*	3.29 (0.67)	3.29 (0.55)	0.00
Life satisfaction	2.19 (0.43)	2.21 (0.48)	-0.46	2.16 (0.50)	2.14 (0.46)	0.30
Psychosomatic symptoms	4.18 (1.87)	3.47 (1.86)	3.04*	3.97 (2.30)	3.39 (2.16)	2.08*
Parent-child relations						
Direct involvement	4.51 (0.62)	4.57 (0.53)	-1.04	3.52 (1.02)	3.58 (1.06)	-0.62
Companionship	4.09 (0.75)	4.20 (0.61)	-0.90	3.97 (0.85)	3.89 (1.01)	0.55
General communication	4.13 (0.82)	4.33 (0.59)	-1.57	3.53 (0.85)	3.43 (1.03)	0.62
Time spent with child	7.25 (6.33)	8.00 (7.87)	-0.67	4.66 (4.02)	7.24 (9.24)	-1.75
Visitation frequency	4.63 (1.55)	4.66 (1.55)	-0.28	4.73 (1.65)	4.37 (1.72)	1.83
Visitation duration	3.76 (1.49)	3.80 (1.50)	-0.25	3.74 (1.74)	4.32 (1.93)	-1.74
Child's attitude re vis.	1.71 (0.89)	1.71 (0.74)	-0.09	1.47 (0.76)	1.64 (0.91)	-1.76
Distance control	1.40 (1.17)	1.29 (1.08)	0.71	0.22 (0.53)	0.31 (0.59)	-0.85

Table 3 Continued

Coercive control	1.15 (1.08)	1.04 (1.02)	1.02	0.41 (0.68)	0.31 (0.63)	1.18
Reward control	1.21 (0.81)	0.96 (0.88)	2.23*	0.33 (0.57)	0.56 (0.73)	-2.23
Ignore control	0.66 (0.48)	0.67 (0.47)	-0.13	0.35 (0.48)	0.31 (0.43)	0.59
Consistency of control attempts	3.91 (0.80)	3.93 (0.76)	-0.16	3.45 (0.88)	3.34 (0.93)	0.64
Perceived compliance	3.04 (0.47)	3.09 (0.58)	-0.60	3.31 (0.73)	3.17 (0.55)	1.45
Communication re separation						
Frequency	3.25 (0.94)	3.23 (0.95)	0.12	2.76 (1.05)	2.60 (0.78)	0.90
Content	3.85 (0.78)	3.96 (0.72)	-0.94	3.81 (1.06)	4.03 (1.10)	-1.30
Range of People	2.28 (1.19)	2.31 (1.31)	-0.17	2.20 (1.64)	2.15 (1.52)	0.14

*$p < 0.05$.

Table 4

Multivariate Regression of Parents' Well-Being and Parent-Child Variables at T_1 (N = 204)

Parent-Child Variables	Cantril Present	Affect	Self-Esteem	Life Satisfaction	Psychomatic Symptoms
Support					
Direct involvement	.09	.05	.19**	.07	-.11
Companionship	.10	.16**	.16**	.20**	-.02
General communication	-.03	.06	.01	.13*	-.04
Time spent with child	-.01	-.03	.00	-.02	-.06
Control attempts					
Coercive	.02	.00	-.05	-.05	.15**
Distance	-.01	-.07	-.01	-.04	.06
Reward	.02	.08	.08	.03	-.05
Perceived compliance	.06	.00	.16**	.27	-.13*
Sex of parent	-.09	.05	.12	.05	-.13
F (df=9, 194)	.86	1.03	2.96**	2.21**	2.31**
R (R^2)	.20 (.04)	.21 (.05)	.35 (.12)	.30 (.09)	.31 (.10)

Note. High scores on the well-being measures represent higher levels of well-being, except for psychosomatic symptomology in which a high score indicates more symptoms.

*p < .10. **p < .05.